

MATHEMATICS

2008-2009

DIRECTIONS FOR COMPLETING YOUR ONLINE PORTFOLIO AND IMAP—INDIANA MENTORING AND ASSESSMENT PROGRAM

1. Make sure your school corporation has assigned you a mentor and has enrolled you in IMAP. You should have been instructed to open a TOLS (Teacher online system) account and you should have received an automated confirming email which verified that you have accepted your assigned mentor. Please keep a copy of that email for your files.
2. Soon after your online enrollment is completed, you will receive an instructional email from smartDESKTOP, a teacher tool found on the IDOE (Indiana Department of Education) website. (www.doe.in.gov)
3. Navigate to the IDOE website, www.doe.in.gov .
Go to Educator Licensing/Professional Standards, www.doe.in.gov/dps
Click on “Beginning Educator. Choose Second Year Teacher. Navigate to your content area to download your requirements.
4. Download the documents from the Office of Educator Licensing and Development website above.
5. **REQUIRED FORMS THAT NEED TO BE UPLOADED TO SMARTDESKTOP ARE MARKED IN YOUR PACKET AND ARE DESIGNATED IN THE CHECKLIST FOUND AT THE END OF EACH PACKET.**
6. Directions for smartDESKTOP.
 - a. Log on to smartDESKTOP.
 - b. Navigate to the Instruction tab.
 - c. Begin creating lesson plans
 - d. Rely on smartDESKTOP HELP to answer questions.
 - e. When you have completed all five days of plans, and attached all supporting material, navigate to Collaboration, add colleagues and add the area that best fits your situation. For example, if you are an elementary teacher in Grade 1, choose Elementary, Grade 1.

After you have completed all of the above steps, please email portfoliocomplete@doe.in.gov

Include this information in your email:

**YOUR NAME
SCHOOL NAME
GRADE LEVEL
COLLABORATION GROUP YOU CHOSE**

You will receive an automated email that states that we have received your submission. You should print this email for your receipt.

Within 4 weeks you will receive an email from our office. This email will include a PDF attachment of either a pass/fail letter and a verification form to be signed by your principal, mentor and yourself. Also, we will include information for applying for your next license.

**COMPLETED PORTFOLIOS WILL BE ACCEPTED
AFTER NOVEMBER 1, 2008 UNTIL MAY 1, 2009.**

**ANY SUBMISSIONS OUTSIDE OF THIS TIME FRAME WILL NOT BE SCORED
AND THE CANDIDATE WILL NEED TO WAIT UNTIL THE FOLLOWING SCHOOL
YEAR TO SUBMIT A PORTFOLIO.**

**Please plan ahead to submit your portfolio in a timely manner. If you have been enrolled
in IMAP for two years and you cannot submit by May 1, 2009, you need to request an
extension. This request should be received in our office not later than
April 15. ([link to extension form](#))**

**http://www.doe.state.in.us/dps/beginningteachers/special_circumstances.doc Last minute
technology or other issues will not constitute a good reason for an extension. Please plan
in advance.**

**FOR SPECIFIC QUESTIONS ABOUT YOUR PORTFOLIO, EMAIL
imaphelp@doe.in.gov**

TEACHING PORTFOLIO CLASS PROFILE FORM

REQUIRED---ATTACH TO LESSON ONE USING ONLINE PORTFOLIO

Portfolio: Content area: _____ Unit name: _____

Class that is the focus of the portfolio: Class minutes/day: _____ Class minutes/week: _____

Class sessions during the instructional unit: _____ Block schedule _____

(Specify & describe) _____

Class meetings with the selected class per year: _____

Grade level(s) in your portfolio class: pre-k 1 2 3 4 5 6 7 8 9 10 11 12

(Circle all that apply)

Composition of your portfolio class:

_____ Number of boys	_____ % Black
_____ Number of girls	_____ % Hispanic
_____ Number of bilingual students	_____ % White
_____ Number of students identified as	_____ % Asian/Pacific Islander
special education students	_____ % American Indian/Alaskan Native
	_____ % Biracial

Ability grouping: _____ heterogeneous _____ homogeneous (____ advanced, ____ average, ____ general)

Primary texts used in portfolio class (*Please provide title, author/publisher, and date of publication of all textbooks or laboratory manuals, etc.*)

(Note: If elementary education teacher, please provide this information for either literacy or numeracy instruction)

Number of other adults in the room during portfolio instruction: _____

If one or more, please specify title(s)/role(s): (*Check all that apply*)

☐ Paraprofessional ☐ Parent volunteer

☐ Co-teacher ☐ Other

Community: _____ Rural _____ Suburban _____ Urban _____ Other

_____ Mostly affluent families _____ Mostly upper middle-class families

_____ Mostly lower middle-class families _____ Significant number of families at or near the poverty line

_____ Mixture of economic statuses (*Describe*)

School: _____ Pre-K _____ Elementary _____ Middle or Junior High _____ High School _____ Other

Total number of students in the school _____ Public _____ Private

Access to Technology:

Basic four function calculators _____ exceptional _____ adequate _____ wanting

Scientific calculators _____ exceptional _____ adequate _____ wanting

Graphing calculators _____ exceptional _____ adequate _____ wanting

Computers _____ exceptional _____ adequate _____ wanting

Manipulatives for inquiry _____ exceptional _____ adequate _____ wanting

Consumables for Inquiry _____ exceptional _____ adequate _____ wanting

Other technology (e.g., projection screen for computer or calculators, probes, internet connection)

Your Mentor:

_____ Building level content-specific supervisor
(e.g., department chair)

_____ Building level content-specific teacher

_____ Other _____

Your Teaching Assignment:

_____ Departmentalized (most or all subjects taught)






_____ Interdisciplinary team

_____ Departmentalized and interdisciplinary

_____ Other _____

**COMMENTARY ON THE LEARNING COMMUNITY
MATHEMATICS
REQUIRED --- ATTACH TO LESSON ONE USING THE ONLINE PORTFOLIO**

Using the Online Portfolio program write a commentary that sets the context for instruction in terms of the community, the class, and the students in the class. In the commentary, please respond to the following prompts.

-  Describe the composition of your class and the type of community from which your students come.
-  Describe how the learning community in your classroom supports students' cognitive and affective development.
-  Describe the ways in which you help your students engage in constructive discussion?
-  Describe the ways in which you help your students engage in investigating question(s) from multiple sources and a variety of perspectives and draw conclusions based upon their analysis.
-  Describe how you provide students with opportunities to understand and appreciate the diverse culture(s) and diverse perspectives of others.

DESCRIPTORS FOR STUDENT A AND STUDENT B REQUIRED --- ATTACH TO LESSON ONE USING THE ONLINE PORTFOLIO

Please provide the following information for Student A and Student B:

1. Age
2. Grade
3. Instructional level
4. Preferred learning style(s)
5. Strengths and weaknesses
6. IEP goals and objectives (if any)
7. Time per week that you provide instruction for student
8. Accommodations (As denoted in IEP or ones that you have implemented.)
9. Cultural or environmental factors which impact student learning
10. Sources used to gather information about the student

The chart will accommodate as much information as you need to list. However, you should limit your submission to not more than two pages.

Information	Student A	Student B
Age		
Grade		
Instructional level		
Preferred learning style(s)		
Strengths and weaknesses		
IEP goals & objectives (if any)		
Time per week providing instructions for student		
Accommodations		
Cultural or environmental factors which impact student learning		
Sources used to gather information about the student		

COMMENTARY ON SERIES OF 5 LESSONS MATHEMATICS

REQUIRED---ATTACH TO LESSON ONE USING THE ONLINE PORTFOLIO





An effective instructional plan focuses on students' development and integration of content knowledge, skills and strategies with the development of behaviors that help them to become independent and to think critically.

- The instructional plan **accommodates student learning needs and interests and allows for instructional adjustments.**
- Instructional planning **of concepts and activities that build on each other** and are responsive to students' learning needs is the basis for effective instruction to help students develop conceptual understanding.
- The instructional plan needs to reference the *Indiana Academic Standards*.
- These documents include a **cohesive set of lessons organized around a sound, significant mathematical topic, concept, or idea.** The learning experiences should reflect appropriate curriculum goals, be relevant to learners, and be based upon principles of effective instruction.

Your plans, like any draft, are always subject to change. After each day of teaching, reflect on your instruction and identify modifications you made during the lesson or that you will make for the next day.

- ✓ Select a cohesive set of lessons (4-5 lessons, equivalent to approximately 5 hours of class time) organized around a sound and significant mathematical topic or idea. Depending upon the length of class periods at your school, this might represent three to five days of lessons. As you design your instruction, lessons may extend beyond one day. **Your selection of a series of lessons should include the introduction and development of a concept, including some form of cumulative assessment of learning related to the concept.**

- ✉ **Using the Online Portfolio program,** write a commentary about the important mathematic concept(s) that your class will learn during the featured five-day segment. Respond to the following questions and/or prompts:

-  What concept(s) have you chosen to teach, and how are they important for student learning?
-  Describe the prior knowledge of students in your class. How does their previous experience affect your instructional planning for this learning segment?
-  How can you extend the mathematics concept(s) to other content areas?
-  How did you adapt the lesson to meet the needs of diverse learners?

Long Plan **REQUIRED**

Expanded Lesson *This is an example. You will create your plans in smartDESKTOP.*

Goals/Objectives:

Write specific goals and objectives here...
Example: To compare and to contrast fractions.....

Overview:

Brief description of the lesson. what you will do, what concept the students will learn, etc.
Be sure to include specific requirements from your particular content area if required.
For example, elementary might include ways to promote habits of mind;
science may include safety procedures; math may include use of manipulatives, etc.

Modifications:

Be very specific about the modifications you will make for
Student A--
Student B--

Materials:







List all of your materials here. Be specific and inclusive.

Assessment Plan:










List the type of assessment/student work you will use. If from a printed source, note name and page.
i.e, Scott-Foresman, math assessment, pg. 34
You should have student work from each day. On one of your days, you
should have used a teacher made rubric or assessment to chart student growth.
Present work from Student A and Student B to your mentor for their review.

ANALYSIS OF TEACHING AFTER EACH LESSON
MATHEMATICS
FIVE LESSONS IN ALL --- REQUIRED --- ATTACH ONE TO EACH LESSON
USING THE ONLINE PORTFOLIO

Using the Online Portfolio program write an analysis of your teaching by answering the following prompts. This exercise is for each of the five lessons.

-  What did you expect students to learn during the lesson? If the expectations for learning were different for Students A and B and their instructional group(s), describe both. How did you modify, if necessary, the learning environment for this lesson to ensure the participation of all students?
-  List and describe in sequential order, the instructional strategies, learning activities, and resources you used to promote student learning during the lesson. If instructional strategies, learning activities, and/or resources were different for Students A and B and their instructional group(s), describe both.
-  What were the criteria for student success for the lesson and how was it communicated to the class? If the criteria for student success for the lesson were different for Students A and B and their instructional group(s), describe both.
-  How did you monitor students' learning and what did you learn about students' progress toward the math concept(s)? How and what did you communicate to students about the results of their performance/work?
-  How did you promote problem solving and mathematical reasoning?
-  Based on the performance/work of your students for the lesson, how will you adjust, if necessary, your teaching for the next lesson?

VIDEO DIRECTIONS REQUIRED ACTIVITY

-  Choose one of your five lessons to videotape.
-  Before you tape, please send home videotaping permission forms. Keep these for your records.
-  Ask a colleague or your mentor to do the taping for you.
-  You may use whatever filming media you have at your disposal.
-  You video should be at least 15 minutes in length and not exceed 30 minutes.
-  The video should include instruction by the teacher and interaction with the students. Review the video commentary you will be completing to make sure all those areas are covered in your video.
-  Review the video by yourself or with your mentor. Complete your commentary. Attach it to the appropriate lesson.
-  Allow your mentor to view your video. Mentor should complete their checklist, email it to you and you should attach this sheet to the designated lesson using the Online Portfolio program.
-  **DO NOT send in your video to DOE**

Notice to Parents or Guardians

Dear Parent/Guardian:

I am participating in the Indiana Mentoring and Assessment Program developed by the Indiana Division of Professional Standards. The DPS is developing a new assessment system for licensing beginning teachers based upon standards for teaching. Beginning teachers will develop a performance portfolio to demonstrate what they know and are able to do. The goal of this program is to give new teachers more support and guidance to improve teacher quality while linking teaching standards to student standards for improved student learning.

I am sending you this letter to notify you that I will be video recording selected lessons in my classes and submitting examples of student work as evidence of my teaching. Although the video will include both the students and me, the primary focus of the recording is on my teaching not the students in the class. Your child may be included in this video or his/ her work included in the written materials I submit.

Please be aware students' names will not be included on any of the materials I submit, nor will students' identities or the school be revealed. The Division of Professional Standards will only use the materials I submit for evaluation of my teaching, for research purposes, and for training educators.

If you object to your child being shown in the video recording, please let me know. Thank you for your help and consideration in this matter.

Sincerely,

Date: _____

Aviso a los Padres o Tutores

Queridos Padres o Tutores:

Soy participante en el programa “Indiana Mentoring and Assessment”, un programa desarrollado por el Division of Professional Standards (La Administracion Profesional de los Requisitos de Indiana). Esta Administracion esta desarrollando un nuevo sistema de evaluar a los maestros al graduarse de la universidad, basado en los requisitos para la enseñanza. Los nuevos maestros van a preparar una cartera de realizacion para mostrar lo que sepan y lo que sean capaz de hacer. El objetivo de este programa es dar mas apoyo y direccion a los nuevos maestros para mejorar la calidad de la enseñanza mientras que se conectan los requisitos de los maestros a los de los estudiantes para que los estudiantes aprendan mejor.

Les mando a Uds. esta carta para avisarles que voy a grabar en video unas lecciones en mis clases y que pienso entregar unos ejemplos del trabajo de los estudiantes como prueba de mi capacidad de enseñar. Aunque el video va a incluirnos a los estudiantes y a mi, el foco principal del video es de mi enseñanza, no de los estudiantes. Es posible que incluya a su hijo/a en el video y de que su trabajo sea incluido en las obras que yo entregue.

Quisiera que Uds. se den cuenta de que los nombres de los estudiantes no aparecen en el video, ni su identidad, ni el nombre de la escuela. La Administracion de Los Requisitos de Indiana solo usan las obras que yo entregue para valorar mi enseñanza, para hacer investigaciones y para instruir a los maestros.

Si Uds. se oponen a que su hijo/a sea incluido en la grabacion, haganme el favor de avisarmelo. Les agradezco mucho su cooperacion en este asunto.





Sinceramente,

_____ Fecha: _____

COMMENTARY ON THE VIDEO REQUIRED --- ATTACH TO THE LESSON YOU VIDEOTAPED

Using the Online Portfolio program write a commentary analyzing and reflecting upon the video lesson. Include your observations from reviewing the video and the students' work as part of this commentary.

The lesson focuses on the development of a mathematical concept through problem solving or mathematical reasoning. To learn mathematics, students need to understand mathematical theorems and procedures, and apply the knowledge to solve problems in various contexts. *Developing a concept or procedure* refers to the various ways in which the teacher helps students to progress in their cumulative understanding of a particular idea, and to make connections among ideas they have studied. *Problem solving* refers to situations in which students are exploring different solution approaches to unfamiliar problems. Problem solving is not just applying a learned algorithm in a new context. It requires the integration of different concepts and procedures, and the use of mathematical reasoning. *Mathematical reasoning* refers to the cognitive processes required in order to make and test mathematical conjectures, construct arguments, judge the validity of arguments, formulate counter-examples, etc.

-  Were the task(s) and concept(s) implemented as planned? What changes did you make, and why did these changes occur?
-  Analyze the questions, conjectures, observations, and/or discussion with respect to the students' understanding of the concept or procedure.
-  Cite examples from the video that show how you gathered information about what the two students were learning, and how you used this information to modify the instruction during the lesson. Cite specific examples from the video and the two students' work to support the observations and analysis.
-  Compare the objectives for student learning to the student learning observed in the video.

**MENTOR REFLECTION FORM ON VIDEO
REQUIRED---EMAIL TO PROTÉGÉ TO ATTACH TO APPROPRIATE LESSON
USING THE ONLINE PORTFOLIO**

Mentors: Please complete this checklist, then email it to the candidate.

Mentor name: _____

The teacher used one of his/her five smartDESKTOP lesson plans in the video. Yes _____ No _____

Comments or evidence:

The teacher spoke in a clear and understandable manner. Yes_____ No _____

Comments or evidence:

The teacher provides students with opportunities to reason, ask questions, and communicate their ideas about the math concept.

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Yes _____ No _____

Comments or evidence:

The teacher provides students with opportunities to develop problem solving and mathematical reasoning.

Yes _____ No _____

Comments or evidence:

MY COMPLETION OF THIS FORM ONLY SERVES TO DOCUMENT WHAT I OBSERVED. IT IS NOT AN EVALUATION OF TEACHING.

ACTIVITY ON STUDENT WORK/ASSESSMENTS REQUIRED

Provide to your mentor the COMPLETED AND SCORED student work/assessments from Student A and Student B for all five days of your lesson plans. Your analysis of this work is addressed in your daily analysis. Your mentor will complete the following checklist, email it to you and you will attach the mentor reflection to Lesson Five **using the online portfolio program.**

**MENTOR REFLECTION FORM ON STUDENT ASSESSMENTS/WORK
REQUIRED---ATTACH TO LESSON FIVE USING THE ONLINE PORTFOLIO**

Mentors: Please complete this checklist to be attached by the candidate.

Mentor Name: _____

The teacher presented student work for two students from ALL lessons. Yes _____ No _____

Comments or evidence:

The work was an appropriate tool to measure the skills taught. Yes _____ No _____

Comments or evidence:

The teacher provided the students with clear and concise feedback. Yes _____ No _____

Comments or evidence:

The teacher could explain what the assessment/work meant and how future lessons would be changed based upon the data.

Yes _____ No _____

Comments or evidence:




The teacher provides additional opportunities for reinforcement/reteaching. Yes _____ No _____

Comments or evidence:

MY COMPLETION OF THIS FORM ONLY SERVES TO DOCUMENT WHAT I OBSERVED. IT IS NOT AN EVALUATION OF TEACHING.

REFLECTION ON TEACHING AND LEARNING REQUIRED---ATTACH TO DAY FIVE USING THE ONLINE PORTFOLIO

Summarize your teaching and the student learning throughout the five days of lesson plans. Be sure to address the following prompts.

-  What did you learn about your students' ability to analyze content using mathematic skills over the whole unit?
-  How did your unit design, instructional strategies, and assessments support students' abilities to develop and/or use mathematic skills during the whole unit?
-  How can you improve the unit design, instructional strategies, and assessments of this unit for a similar group of students in the future? Be specific and support your ideas with relevant evidence from the portfolio.

FINAL STEPS

When you are satisfied that you have met all of the requirements of the portfolio submission, please proceed as directed:

1. In smartDESKTOP, navigate to “Collaboration”, and then choose “Add colleague”. In the drop down box choose the area which best fits your portfolio submission, i.e. Grade 1, Elementary; Grades 6-12, Music, etc.

2. Email portfoliocomplete@doe.in.gov

2. Include in the email the following information:

YOUR NAME

YOUR SCHOOL

DATE SPAN OF YOUR LESSONS (ex. Week of April 15-20)

COLLABORATION GROUP YOU CHOSE (i.e. Grade 1, Elementary; Grades 6-12, Music, etc.)

3. You will receive an automated response from our office. Please print this to serve as your receipt of submission.

4. In approximately four weeks, you will be emailed from our office with your portfolio results. This email will include a pass/fail letter, a verification form to be signed by you, your mentor and principal and further directions for license renewal.

PORTFOLIO CHECKLIST

- 1. Profile Form (attach to Lesson One)**
- 2. Commentary on Learning Community (attach to Lesson One)**
- 3. Descriptors for Student A and Student B. (attach to Lesson One)**
- 4. Commentary on Series of 5 lessons. (attach to Lesson One)**
- 5. Lesson Plans for 5 contiguous days (smartDESKTOP)**
- 6. Analysis of teaching (attach to each day's lesson, 5 in all)**
- 7. Videotape. Review and share with mentor.**
- 8. Commentary on video. (attach to appropriate lesson)**
- 9. Mentor reflection on video (attach to appropriate lesson)**
- 10. Student Work. Share student work/assessments with mentor.**
- 11. Mentor reflection on student work. (attach to Lesson Five)**
- 12. Reflection on teaching and Learning. (attach to Lesson Five)**

Remember: Your portfolio will be completed entirely online. Do not mail any items to the DOE.

The following attachments are presented for your information only and to support you as you build your portfolio.

Mathematics is an essential tool for formulating, analyzing, and solving problems. Therefore, school mathematics programs must prepare students to proficiently apply a range of numerical, algebraic, geometric, and statistical concepts and skills. **This implies a careful balance of procedural skill, conceptual understanding, and problem solving competency in all instruction.** These ideals are summarized in the INTASC principles and the *Indiana Standards for Teachers of Mathematics*.

In such a mathematics program, students would be doing the following:

- engaging in tasks that promote mathematical reasoning, communication and problem solving, and procedural skills
- interacting with each other, as well as working independently
- using textbooks as one of **many** instructional resources to develop conceptual understanding
- using manipulative materials, technology, and other tools when appropriate
- applying mathematical ideas to real-life situations and thinking of mathematics in realistic contexts
- communicating verbally and in writing to explain their reasoning and solutions
- proposing alternative approaches and challenging, defending, confirming, and verifying possible solutions

To enable students to do the above, teachers would be doing the following:

- setting high expectations for students in word, tone and deed
- aligning instruction with the district's mathematics curriculum, the *Indiana Academic Standards*, and the skills and concepts assessed on the *Indiana Statewide Testing for Educational Progress Plus* test (*ISTEP+*)
- providing students with meaningful mathematical tasks and problems
- promoting collaboration and communication among students
- encouraging students to find alternative approaches and solutions
- seeking answers to "why?" and expecting students to explain their reasoning
- using the textbook as one of several resources for planning and conducting instruction
- modeling and encouraging the use of manipulative materials, calculators and other tools, as appropriate, to enhance the development of mathematical understanding
- embedding assessment opportunities into all activities to monitor learning
- moving around the room, monitoring learning, keeping students on task, and assessing individual progress
- working collaboratively with school and grade-level colleagues on solving common problems, instructional planning, and mutual support

The standards-based model of learning and teaching summarized above forms the basis of the Indiana Mathematics Teaching Portfolio. This portfolio is designed to allow the beginning teacher to show that he/she understands, can articulate, and implement these standards of teaching and learning. **To access the Indiana Standards for Teachers of Mathematics, go to the DPS website:**

Division of Professional Standards

www.doe.state.in.us/dps

Click on "Standards"

Each beginning teacher seeking eligibility for a Proficient Practitioner License must meet the following standards of completion.

Definition of Standards of Completion

The standards of completion have three components: comprehensiveness, adequacy, and timeliness of submission, all of which must be met.

1. Comprehensiveness

All components of the teaching portfolio are present.

2. Adequacy

The contents of the portfolio reflect that the beginning teacher *has followed the portfolio handbook directions* with regard to the following:

- period of time teaching is documented
- nature and quantity of student work
- content of the lesson commentaries (i.e., teacher's narrative is consistent with the questions asked)

3. Timeliness of submission

The portfolio must be submitted by the specified deadline. The submission window is November 1, 2008 to May 1, 2009. Any requests for extensions need to be submitted in writing (email is NOT acceptable) by April 15, 2009.

Conduct in Accordance with the Code

The teaching documented in the portfolio must reflect professional and ethical conduct.

Consequences for Failure to Meet Standards of Completion at End of Year Two

The beginning teacher will be required to participate for an additional year in the IMAP and re-submit a portfolio during year three. A copy of the letter informing the beginning teacher that he/she has not met the standards of completion will be sent to the superintendent and principal.

Consequences for Failure to Meet Standards of Completion at End of Year Three

The beginning teacher is considered to have not met the IMAP requirements and is not eligible for a re-issuance of the Initial Practitioner License. In order to be eligible to teach in the future in an Indiana public school, the candidate must petition the Office of Educator Licensing and Development to determine future eligibility for an Initial Practitioner License.

Confidentiality

Every effort is made to keep your name, school, and students' names confidential. Your portfolio and related materials may be used for training scorers and mentors, but your identity will be kept private.

If your portfolio is to be used for any other purposes, your written permission will be requested.

Do not use your name or the name of your school in any part of your portfolio documentation.

The student work that your mentor reviews must be original and authentic. Student names should be removed from these documents.

Videotaping

Prior to videotaping, notify parents or guardians of students in your class about the purpose of the videotapes required for your portfolio submission. English and Spanish parent/guardian notification forms are included in this packet. [\(link to forms\)](#) Please keep these forms in your possession; they do not need to be submitted to our office. You may use whatever type of media you have to video your classes and play back for you and your mentor. No videos, tapes, CD's or DVD's are required to be submitted to our office.